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AUTHOR	Stordahl, Kalmer F.
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ABSTRACT

This study examines the social, political, economic, and cultural values of students at Northern Michigan University by using a College Student Questionnaire (CSQ) administered to a stratified random sample of full-time undergraduates. The variables were: sex, class, and residence. The CSQ consisted of 200 multiple-choice questions designed to refine a variety of biographical and attitudinal information about college student bodies into 3 categories: Liberalism, defined as a political-economic-social value dimension: Social Conscience, defined as moral concern about perceived social injustice and "institutional wrongdoing;" and Cultural Sophistication, which referred to a sensibility to ideas and art forms. On Liberalism the NMU students scored slightly more conservative than most student bodies; on the Social Conscience scale the NMU students scored slightly, but not significantly, higher than the norm group; and on the Cultural Sophistication scale NMU women scored slightly lower while NMU men scored significantly lower than the norm. (AF)

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NMU

STUDENT VALUES

by Kalmer E. Stordahl

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The purpose of this study was to examine some of the characteristics of the student body at Northern. This report is concerned with only part of the total study, namely the political, economic, social and cultural values of Northern students. An earlier report entitled Student Satisfaction With Northern Michigan University described the attitudes of students toward selected aspects of the campus environment.

PROCEDURE

In January, 1969, a standardized questionnaire, The College Student Questionnaire (CSQ), part 2 published by the Educational Testing Service was administered to a stratified random sample of full-time undergraduates enrolled on the Northern Michigan University campus. The variables on which the student population was stratified were sex, class, and residence (residence hall or off-campus). A ten percent sample was drawn from each strata with oversampling of some categories to include a minimum of 30 students in each.

The questionnaire was administered to residence hall students through the cooperation of the Dean of Students Office and resident advisors; administration off-campus was by mail. A total of 670 students were contacted and asked to participate in the study; of these 529 or about 79 percent returned useable questionnaires.

The CSQ consists of 200 multiple choice questions designed to gather a variety of biographical and attitudinal information about college student bodies. Sixteen questions of specific interest to the Task Force on Student Rights and Responsibilities were added to the standard instrument. The CSQ can be scored on eleven scales of ten items each. Scores are obtained by summing the item response weights and have a maximum range of 10 to 40. The present report is concerned with scores on the following three scales:

Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support government sponsorship of welfare programs, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoings" (as in government, business, and unions). High scorers express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters.

Cultural Sophistication refers to a sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or experience pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of interest, enjoyment, and participation in these activities.

Scores on each scale were first analyzed by analysis of variance using a sex X residence X class factorial design. Random sampling was used to obtain equal numbers within each subgroup for convenience in performing the analysis.

Scores of each scale (and the items comprising each scale) were also compared with normative data provided by the publisher of the CSQ. The norms are based on a sample of 1,500 second-term freshmen and sophomores who attended 37 four-year colleges and universities in the spring of 1966 and 1967. Only freshmen and sophomore students in the Northern sample were used in this comparison. In comparing Northern students with national norms, as well as in the calculation of mean

(average) scores for descriptive purposes, a balanced or representative sample of Northern students rather than the total number of respondents was used; that is, a random sample was selected from among all respondents in such a way that each class, sex, and residence classification was represented in proportion to its incidence in the total student population. This procedure was used so that the subsample could be combined in any way desired to calculate descriptive measures such as means without weighing these measures to reflect differences in proportionate representation of the subsample. The number of students in the sample (about seven percent of the student population) is given in Table 1 by class, sex, and residence.[1]

Finally, the scores on each scale were analyzed to ascertain whether they differed by major field. One-way analysis of variance was used; data for men and women were analyzed separately since the initial factorial analysis indicated some significant sex differences in scale scores. Major fields were grouped into five areas as follows: (1) Science and Mathematics --biological and physical sciences, geography, and mathematics, (2) Social Science--economics, history, political science, psychology, and sociology, (3) Humanities and Arts --English, speech, foreign languages, music, visual arts, and philosophy, (4) Business, and (5) Education--elementary and secondary (if major was not in one of the above subject fields). Students with no declared major were excluded from the analysis.

RESULTS

Mean scores on each scale are given by class, sex, and residence in Table 2 through 4, and the variance analyses are summarized in Table 5. Table 6 and 7 provide a comparison of the scale mean scores of Northern Michigan freshmen and sophomores and national norms; item responses for Northern students and the norm

[1] all tables are on pages 8 through 18

group are given in Table 11. The item descriptions in Table 11 have been paraphrased, but give the essence of the items as presented to the students. Mean and standard deviation on each scale by major field are shown in Tables 8 through 10.

Liberalism. In general, the political, social, and economic values of Northern students seem to be very similar to those held by students at many other institutions of higher education, although Northern students are on the average slightly more conservative than most student bodies. Those who reside on-campus and off-campus appear to hold very similar views as do the students in the various classes. Women seem to hold somewhat more liberal views than men. Students who are majoring in different areas differ significantly in the extent to which they hold liberal or conservative views on political, social, and economic affairs. Both men and women in the Social Sciences, Humanities, and Arts express more liberal viewsthan those majoring in Business, Education, Science, or Mathematics.

Social Conscience. Northern students obtained an average score on the Social Conscience Scale which was slightly, but not significantly higher than that of the norm group. Also, as can be seen from Table 3, there was a small but consistent increase in average scores from the freshmen through senior class levels. This small average difference was not large enough to be statistically significant however. No statistically significant differences were found among the scores by residence or major field, although observed differences in average scores by major field tended to be in the same direction as for the Liberalism scale. Women expressed significantly greater concern about such social problems as poverty, juvenile crime, materialism, graft, and discrimination than men.

Cultural Sophistication. Women obtained an average score on the Cultural Sophistication Scale which was slightly lower and men an average score which was

significantly lower than the mean of the institutions included in the national norm group. Differences among the average scores of classes were small and not statistically significant, but increased consistently from the freshmen through senior class levels.

A significant difference in Cultural Sophistication scores was found among major fields for men, but not for women. Men majoring in the Humanities, Arts, and Social Sciences expressed a greater degree of participation and interest in art, classical music, poetry, reading, etc. than did men in Business, Education, or Science and Mathematics. Differences among women by major field were small and not statitically significant although observed differences in scores were in the same direction as for men.

SUMMARY AND DISCUSSION

In comparison with students at other colleges and universities, Northern students have relatively conservative views on political, social, and economic affairs. At the same time, however, they express a concern about social problems such as poverty, juvenile crime, materialism, discrimination, etc. which is similar to that expressed by students on other college campuses. Culturally, Northern students (particularly men) are on the average less sophisticated than the students at most other institutions of higher education.

These characteristics of the Northern student body are based on average scores and do not, of course, necessarily apply to any individual student. There are wide individual differences among Northern students on these variables, just as there are substantial differences among students at many institutions of higher education.

Northern women are seemingly more liberal, have a greater concern for social injustice, and more culturally sophisticated than Northern men. Similar differences

between men and women have been found at other institutions of higher education.[2]

The differences in values found among curricular groups are in the direction that most of us would anticipate. Students in the Arts, Humanities, and Social Sciences express the most liberal political, economic, and social views, whereas those in Business and Education express the most conservative views. Students majoring in the Sciences and Mathematics tend to fall between these polar groups. Similarly, students in the more academic fields seem to be more culturally sophisticated and socially concerned than those in the more applied areas of Business and Education. These differences resemble those found in other studies (see Bereiter and Freedman for a comprehensive review of related research)[3], and reflect at least in part the tendency for fields of study to attract student with interests, attitudes, and values like those persons already in them.

No statistically significant differences among classes were found on any of the scales, although average scores on the Social Conscience and Cultural Sophistication scales increased slightly each year from the freshmen through senior levels. The absence of any significant difference in values among classes is not atypical as similar findings have been reported in a number of related studies. About a decade ago, Jacob[4] concluded on the basis of an extensive review of the research evidence that with the exception of a few institutions, colleges have no effect on student values. His conclusions have been vigorously contested, however, and there is some reason to be more optimistic on the basis of more recent research.[5]

Although there is probably considerable disagreement on whether the Univ-

[2] Educational Testing Service, Comparative Data for College Student Questionnaire, Part 2. Princeton: Educational Testing Service, 1968

[3] Bereiter, C. and Freedman, M.B., "Fields of Study and the People in Them." In Sanford, N. (editor), The American College. New York: John Wiley and Sons, 1962, pp. 563-596.

[4] Jacob, Phillip E., Changing Values in College. New York: Harper and Brothers, 1957.

[5] See review by Feldman, K.A. and Newcomb, T.M., The Impact of College on Students. San Francisco: Josey-Bass Inc., 1969.

ersity should have an impact on political and economic values--at least on the nature and direction of desireable changes in those values---there is probably quite general agreement that the college experience should make students more sensitive to social injustice and more culturally sophisticated. Thus, it is disappointing to find no evidence that Northern has substantial impact on these values.

LIMITATIONS OF THE STUDY

Although this study probably provides a fairly accurate description of student values in the areas covered by the CSQ, there are two important limitations of this study as an indication of the impact of the University on student values: the cross-sectional rather than longitudinal design and the absence of a measure of the values of young people not in college. These limitations make it impossible to draw clear-cut conclusions as to whether the values studied do or do not change during the course of a student's enrollment at Northern. Thus, although this study provides no evidence that the University has a substantial impact on student values, one cannot unequivocally conclude that such changes do not occur.

Table 1. Size of Proportionate Sample by Class, Sex, and Residence.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshman	68	47	16	13	144
Sophomore	43	31	20	09	103
Junior	32	24	27	12	95
Senior	13	11	33	17	74
Total	156	113	96	51	416

Table 2. Mean Scores on Liberalism Scale by Class, Sex, and Residence.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshman	25.90	25.52	25.00	26.00	25.64
Sophomore	25.37	27.16	23.85	24.33	25.50
Junior	23.96	26.45	25.96	24.25	25.20
Senior	26.00	25.00	25.78	26.64	25.90
Total	25.36	26.12	25.23	25.48	25.55

Table 3. Mean Scores on Social Conscience Scale by Class, Sex, and Residence.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshman	27.56	28.50	28.37	28.84	28.04
Sophomore	27.58	32.00	27.25	30.30	29.09
Junior	26.03	32.33	29.37	31.41	29.25
Senior	28.00	29.63	29.00	31.11	29.41
Total	27.24	30.47	28.61	30.46	28.82

Table 4. Mean Score on Cultural Sophistication Scale by Class, Sex, and Residence.

	On Campus		Off Campus		
Class	Men	Women	Men	Women	Total
Freshman	21.54	23.17	18.87	20.30	21.65
Sophomore	21.51	26.06	19.80	22.80	22.66
Junior	20.00	25.29	23.40	23.66	22.76
Senior	22.61	24.36	23.33	23.94	23.50
Total	21.22	24.62	21.92	22.75	22.48

Table 5. F-ratios and Error Mean Square Values for the Analysis of Variance of Scale Scores by Class, Sex, and Residence.

Source	df	Liberalism	Soc. Cons.	Cult. Soph.
Sex	1	4.22*	23.45**	24.37**
Residence	1	.10	2.58	.65
Class	3	.17	1.94	2.12
Sex X Res.	1	.30	2.07	3.42
Sex X Class	3	1.22	1.70	.27
Res. X Class	3	1.52	1.04	2.92
Sex X Res X Class	3	.28	1.46	1.48
Within MS	224	19.88	21.76	25.60

* $P < .05$
** $P < .001$

Table 6. Mean and Standard Deviation of Scale Scores for NMU Freshmen and Sophomore Men and National Norm Group.

	(N=147) NMU Sample		(N= 915) Norm Group		
Scale	Mean	SD	Mean	SD	t
Liberalism	25.32	4.85	25.79	4.83	1.084
Soc. Cons.	27.54	4.80	27.21	4.73	.781
Cult. Soph.	20.93	4.96	22.71	5.35	3.781***

*** $P < .001$

Table 7. Mean and Standard Deviation of Scale Scores for NMU Freshmen and Sophomore Women and National Norm Group.

	(N=100) NMU Sample		(N=585) Norm Group		
Scale	Mean	SD	Mean	SD	t
Liberalism	25.98	3.78	25.99	4.34	.020
Soc. Cons.	29.88	4.59	29.22	4.40	1.371
Cult. Soph.	23.75	5.07	24.78	5.00	1.899

Table 8. Mean and Standard Deviation of Men's (M) and Women's (W) Scores on the Liberalism Scale by Major Field.

	Mean		SD		N	
Major Field	M	W	M	W	M	W
Sci-Math.	25.27	24.20	5.42	3.86	52	15
Soc. Sci.	26.96	28.77	3.78	4.12	48	26
Hum-Arts	27.65	26.85	4.66	5.01	17	33
Educ.	23.91	25.41	3.79	3.77	53	61
Business	24.11	23.94	4.80	3.71	46	16

F-ratio among major fields: men 4.82, $P < .001$; Women 5.28, $P < .001$

Table 9. Mean and Standard Deviation of Men's (M) and Women's (W) Scores on the Social Conscience Scale by Major Field.

	Mean		SD		N	
Major Field	M	W	M	W	M	W
Sci-Math.	26.29	30.00	4.90	3.61	52	15
Soc. Sci.	28.56	31.23	5.35	4.21	48	26
Hum-Arts	29.24	31.67	5.53	4.02	17	33
Educ.	27.47	30.49	3.98	4.44	53	61
Business	27.52	29.31	4.59	4.80	46	16

F-ratio among major fields: men 1.97, $P > .05$; Women 1.08, $P > .05$

Table 10. Mean and Standard Deviation of Men's (M) and Women's (W) Scores on the Cultural Sophistication Scale by Major Field.

	Mean		SD		N	
Major Field	M	W	M	W	M	W
Sci-Math	20.48	22.33	5.09	6.03	52	15
Soc. Sci.	23.63	24.54	4.85	4.19	48	26
Hum-Arts	26.24	26.09	5.89	5.50	17	33
Educ.	20.32	23.85	4.83	5.13	53	61
Business	20.11	23.25	4.72	5.45	46	16

F-ratio among major field: men 8.27, $P < .001$; women 1.81, $P > .05$

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Group.

ITEM DESCRIPTION	Total		Men		Women	
Liberalism	NMU	Norm	NMU	Norm	NMU	Norm
Informant's political viewpoint						
1. Quite Conservative	06	06	04	06	09	05
2. Fairly Conservative	29	34	33	36	24	30
3. Fairly Liberal	52	49	52	47	52	51
4. Very Liberal	08	07	07	08	09	05
N. R.	04	05	03	02	06	08
Government should prevent peaceable meetings of dissenter						
1. Strongly Agree	08	08	10	08	05	08
2. Agree, but not Strongly	21	18	19	17	24	18
3. Disagree, but not Strongly	29	32	23	31	37	34
4. Strongly disagree	41	40	47	42	33	37
N. R.	01	02	01	02	01	04

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Group. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Liberalism	NMU	Norm	NMU	Norm	NMU	Norm
Police hampered by necessity for search warrant						
1. Strongly agree	17	10	20	12	11	07
2. Agree, but not strongly	33	26	29	25	38	28
3. Disagree, but not strongly	21	29	18	27	25	32
4. Strongly disagree	28	32	32	34	22	28
N. R.	02	03	00	02	04	05
Abolition of Capital Punishment						
1. Strongly disagree	23	20	27	24	18	14
2. Disagree, but not strongly	22	21	24	23	19	19
3. Agree, but not strongly	22	26	20	24	25	29
4. Strongly disagree	32	30	27	27	38	34
N. R.	01	03	01	02	00	04
Government step up efforts for universal medical care						
1. Strongly disagree	06	15	07	17	03	13
2. Disagree, but not strongly	12	24	11	24	13	24
3. Agree, but not strongly	36	39	40	39	31	39
4. Strongly agree	45	17	40	18	51	17
N. R.	02	04	01	02	02	06
Legislative committees not investigate politics of faculty						
1. Strongly disagree	16	12	18	13	14	11
2. Disagree, but not strongly	28	24	27	23	29	25
3. Agree, but not strongly	35	32	34	31	37	34
4. Strongly agree	19	28	20	30	17	24
N. R.	02	04	01	03	03	06

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Group. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Liberalism	NMU	Norm	NMU	Norm	NMU	Norm
Labor Unions: More harm than good						
1. Strongly agree	19	14	27	15	08	12
2. Agree, but not strongly	32	34	30	35	36	32
3. Disagree, but not strongly	33	38	29	38	40	40
4. Strongly disagree	09	09	10	10	09	07
N.R.	06	05	05	03	07	09
Conscientious objectors excused from military service						
1. Strongly disagree	36	25	38	28	33	22
2. Disagree, but not strongly	21	23	20	21	21	26
3. Agree, but not strongly	23	28	21	27	27	29
4. Strongly agree	19	20	20	23	17	17
N.R.	01	03	01	02	02	06
Welfare state destroys individual initiative						
1. Strongly agree	33	36	39	38	24	32
2. Agree, but not strongly	38	34	37	34	40	35
3. Disagree, but not strongly	19	19	16	19	23	18
4. Strongly disagree	06	07	06	07	06	07
N.R.						
Individual liberties not possible under socialism						
1. Strongly agree	18	23	14	23	25	22
2. Agree, but not strongly	36	29	38	27	32	32
3. Disagree, but not strongly	29	29	27	29	31	29
4. Strongly disagree	13	15	18	18	05	09
N.R.	04	04	03	03	07	07

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Group. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Social Conscience	NMU	Norm	NMU	Norm	NMU	Norm
Concern about graft						
1. No	09	07	07	09	10	05
2. Cannot say	25	20	23	16	27	26
3. Mildly indignant	34	37	33	40	35	33
4. Very indignant	32	33	35	34	27	32
N. R.	01	02	01	01	01	04
Concern about rise in juvenile crime						
1. "Problem" not serious	15	18	16	19	12	17
2. Haven't given sufficient thought to say	15	21	14	22	17	18
3. Fairly strong	28	31	29	31	25	30
4. Very strong	42	28	41	26	44	31
N. R.	01	03	00	02	02	03
Concern about extent of poverty in U.S.						
1. Not a matter for concern	04	04	05	05	02	02
2. Haven't given sufficient thought to say	12	18	14	19	10	16
3. Mildly concerned	34	44	37	47	30	39
4. Highly concerned	49	32	44	27	56	38
N. R.	01	02	00	01	02	04
Concern regarding less opportunity for non-WASP in U.S.						
1. Not a matter for concern	24	17	27	19	20	12
2. Haven't given sufficient though to say	18	14	18	14	18	14
3. Mildly concerned	26	37	27	40	24	32
4. Highly concerned	32	30	28	25	38	38
N. R.	00	03	01	02	00	04

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Group. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Social Conscience	NMU	Norm	NMU	Norm	NMU	Norm
Concern regarding growing materialism and moral breakdown						
1. No, or assumption is mistaken	10	13	14	17	05	08
2. Cannot say	24	20	27	21	19	19
3. Mildly concerned	32	35	31	34	34	36
4. Very much disturbed	32	30	28	25	38	38
N.R.	01	03	01	02	01	04
Concern regarding welfare for the elderly						
1. Not a matter for concern	04	08	05	09	01	06
2. Haven't given sufficient thought to say	19	25	16	25	22	25
3. Mildly concerned	32	43	33	45	31	40
4. Highly concerned	45	22	45	20	46	25
N.R.	00	03	01	02	00	04
Concern about children and obscene literature						
1. No	21	18	29	23	09	11
2. Cannot say	17	15	21	17	12	11
3. Mildly upset	30	38	31	39	28	36
4. Very much upset	32	27	18	20	51	39
N.R.	00	02	01	02	00	03
Decision to drop bomb on Hiroshima						
1. Strongly feel decision was right	29	32	39	42	14	16
2. Decision right, but my feelings not strong	42	41	41	37	43	45
3. Decision wrong, but my feelings not strong	13	13	07	09	20	19
4. Stronly feel decision wrong	11	09	08	09	16	10
N.R.	05	06	03	03	07	10

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Groups. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Social Conscience	NMU	Norm	NMU	Norm	NMU	Norm
Concern about business ethics						
1. Not disturbed	05	06	07	08	01	04
2. Don't really understand	30	21	22	15	42	29
3. Mildly disturbed	36	46	41	51	29	39
4. Greatly disturbed	26	23	29	25	25	22
N.R.	01	03	00	02	03	06
Reaction to a lynching						
1. Indifferent, or depends on who is lynched	06	05	10	07	02	03
2. Not certain	23	16	24	17	21	13
3. Mildly shocked	37	40	37	42	38	37
4. Highly outraged	33	36	30	32	38	43
N.R.	00	03	00	02	01	05
Cultural Sophistication						
Enjoy discussing philosophies of history						
1. Definitely would not	12	11	12	09	12	12
2. Probably would not	30	28	30	29	31	28
3. Probably would	37	39	34	40	42	38
4. Definitely would	19	19	24	20	13	19
N.R.	01	02	01	02	02	03
Discusses foreign films with friends						
1. Never	30	25	27	25	34	26
2. Rarely	44	40	44	41	44	39
3. Occasionally	23	27	26	28	19	25
4. Quite frequently	02	05	03	05	02	06
N.R.	01	02	01	01	01	03

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Group. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Cultural Sophistication	NMU	Norm	NMU	Norm	NMU	Norm
Interest in modern art						
1. No interest whatsoever	19	21	25	26	09	13
2. Slightly interested	53	51	57	51	47	50
3. Quite interested	19	17	12	14	29	22
4. Very much interested	09	09	05	06	15	12
N. R.	00	02	01	02	00	03
Number read: Joyce, Tolstoy, Mann						
1. None	37	25	40	28	32	19
2. One	30	32	31	31	27	33
3. Two	25	29	23	27	27	31
4. Three	08	13	05	13	12	14
N. R.	01	02	00	01	02	03
Pleasure from classical music						
1. None or very little	19	15	23	19	12	09
2. A moderage amount	31	31	35	35	26	25
3. Quite a bit	24	27	24	27	24	28
4. A great deal	24	24	16	17	36	35
N. R.	02	02	02	02	02	03
Enjoy reading poetry						
1. No, dislike poetry	13	11	16	14	08	05
2. Not very much	25	24	38	30	06	15
3. Yes, to some extent	40	39	34	37	48	41
4. Yes, very much	22	25	12	17	38	36
Knowledge about history of painting						
1. Almost nothing	50	43	56	48	40	36
2. A small amount	33	34	29	34	39	33
3. A moderate amount	13	16	14	14	13	20
4. A good deal	04	05	01	03	08	08
N. R.	00	02	00	01	00	03

Table 11. Item Responses in Percents for Liberalism, Social Conscience, and Cultural Sophistication Scales for Northern Michigan University Freshmen and Sophomores and National Norm Groups. (Continued)

ITEM DESCRIPTION	Total		Men		Women	
Cultural Sophistication	NMU	Norm	NMU	Norm	NMU	Norm
Attendance at evening lectures or serious topics						
1. Not at all	42	28	44	29	39	28
2. Once or twice	38	41	39	39	37	43
3. Three or four times	15	17	12	17	20	16
4. Five or more times	04	12	05	13	04	11
N.R.	00	02	01	01	00	03
Number of books owned by informant						
1. Less than 10	36	23	41	23	28	21
2. 10 to 30	43	40	41	38	45	43
3. 31 to 75	15	23	11	24	22	22
4. More than 75	05	13	06	14	04	12
N.R.	00	02	00	01	01	03
Intense reaction to a work of art in past year						
1. No	17	16	22	21	11	08
2. Don't think so	26	22	31	25	19	17
3. Yes, several times	38	44	35	39	42	52
4. Yes, quite a number of times	18	16	12	13	27	21
N.R.	00	02	00	01	01	03